



Achieve Virtual

Education Academy

Course Title Indiana Studies

Instructor Information

Name: James Totton

Office Phone Number: 317-988-7028

Mobile Number: 317-885-8878 (texting available)

Email: james.totton@wayne.k12.in.us

Office Hours: Monday - Thursday 10am to 8:30pm, Friday 10am to 3pm

Course Description

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

Required Materials

- Internet-capable device
 - Reliable high-speed Internet access
 - Indiana and the American Way - digital textbook listed inside the course.
 - Other required reading will be made available via the Wayne Learning Hub.
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Course Objectives

- Build student knowledge and engagement with Indiana history, culture, government, develop an economic understanding of the state.
 - Compare time periods and growth of state; analyze the events occurred and reactions to those events.
 - Build critical thinking and writing skills with all students.
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Student Expectations

Attendance and Assignments

Students will be required to complete and submit all assignments online via the Wayne Learning Hub. In certain instances you will be asked to work with other students and those group members will need your participation. Please communicate with your teacher frequently.

Students may log into the Wayne Learning Hub on their own time and work at their own pace. Students are expected to log in and work a minimum of 5 days a week. All assignments and the final are due by the end of the semester.

Resubmitting Assignments

If you are asked to resubmit an assignment for a higher grade, you will have 48 hours from the time you receive feedback to do so. Students who are not on pace according to the pacing guide will not be able to resubmit work for a higher grade.

Use of Help-Seeking Strategies

Students are encouraged to use “help-seeking” strategies, such as connecting with other classmates via threaded discussions, emailing or calling the teacher, etc. whenever possible.

Grading Scale

Description	Value on a 4-Point Scale	Percent Based	Letter Grade
Exemplary	4.00	93-100	A
	3.67	90-92	A-
Proficient	3.33	87-89	B+

	3.00	83-86	B
	2.67	80-82	B-
Progresing	2.33	77-79	C+
	2.00	73-76	C
	1.67	70-72	C-
Danger of Failing	1.65	65-69	D
Failing	0	0-64	F

Online Communication Guidelines

Communication with the Teacher

It is important to remember that while the Internet is available 24 hours a day, your teacher and other students are not. You can expect that your teacher will respond to email messages, texts, or phone calls within 24 hours during the week and may not be able to respond on weekends.

Your success in this course will rely on your ability to communicate with the teacher. It is important to remember that your teacher cannot see the confused, frustrated, or unhappy expressions on your face if you experience problems in the course like they might be able to in a face-to-face environment. You **MUST** communicate with your teacher so that he/she can help.

Interacting with Others in Class

As you participate in online discussion forums, it is important to demonstrate respect and professionalism. Always communicate in a professional tone whether in private conversation with your teacher or on a public forum with other students.

Policies and Procedures

Administrative Withdrawal and Incomplete Courses

A basic requirement of this course is that you will attend and participate regularly. Keep in touch with me if you are unable to participate or regularly complete assignments. If you stop attending, you will be submitted to the Achieve Virtual office for truancy and subsequent action will be taken.

Incomplete courses will result in receiving an F for the class.

Plagiarism

Cheating and plagiarism are considered very serious offenses by the faculty and staff of Achieve Virtual Education Academy and the M.S.D. of Wayne Township. A student cheating for the first time may receive loss of credit for the assignment. The second offense may result in a failing grade for the course and/or disciplinary action.

Plagiarism is taking the ideas and/or work of someone else and claiming them as your own. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism. Plagiarism and/or academic dishonesty, including copying or collaborating with other students on any assignment, unless otherwise advised, will absolutely not be tolerated.

Pacing Guide

Use this pacing guide as a tool to help you stay organized and complete the course before the end of the course. The following pacing guide is based on the length of a full semester. If you start late, you will have to adjust this guide to complete all assignments before the end of the semester. Your teacher can help you with this.

Week	Lessons to Complete
1	Pre-Statehood Unit
2	Pre-Statehood Unit
3	Early Statehood Unit
4	Early Statehood Unit
5	Civil War Unit
6	Civil War Unit
7	Indiana Economy Unit
8	Indiana Economy Unit
9	Indiana Culture Unit
10	Indiana Culture Unit
11	Indiana Government Unit

12	Indiana Government Unit
13	Indiana and the Great Wars Unit
14	Indiana and the Great Wars Unit
15	Prosperity to Now Unit
16	Prosperity to Now Unit
17	Study for Final Exam
18	Complete Final Exam

Two of the three projects in the **Project Unit** must be completed during the semester. There is no specific timeline, though my recommendation is to do it earlier in the semester, rather than that later. This way you can avoid the stress of finding out materials you wanted are no longer available or a location you want to visit is closed.

Proctored Final Exam

Achieve Virtual Education Academy requires a proctored final be administered and passed before course credit can be given to a student. All class assignments must be completed with a passing score before access to the final exam will be given.

Achieve will provide open lab time at Ben Davis High School for students who are local to come in and take their final(s). Students are responsible for setting up a proctored final if they cannot make it to Ben Davis High School during one of those times. Information about how to set up a proctored final will be shared as you complete the course.

Unit Topics and Themes

Project Unit

Assignments

- a. Historical Images Project – IHS Website
- b. Famous Hoosier Research Paper
- c. Indiana History Field Trip

Unit 1 – Pre-Statehood

Unit theme question: Why does Indiana look the way that it does? What factors shaped the formation of the state both geographically and historically?

Discussion Question: *What was the most important factor in the development of French culture in the Northwest Territory and what would later be Indiana?*

Assignments

- *Unit Communication* – where each student is preassessed for content knowledge each unit
- *Pre-Statehood – Hoosiers and the American Story (Ch. 1 and 2)*
- *Unit Vocabulary*
- *Geographic History*
- *War of 1812*
- Article Themes: Americans vs. Natives in the Northwest Territory, George Rogers Clark, Indiana pre-statehood

Unit 2 – Early Statehood

Unit theme question: After the formations of the state, what lead our growth? Government? Citizens? Business? Infrastructure? Or is it some combination of all those things mentioned, how much, and why?

Discussion Question: *What do you think was the most important factor in the failure of the New Harmony colony? Support your thesis with evidence!*

Assignments

- *Unit Communication* – where each student is preassessed for content knowledge each unit
- *Early Statehood – Hoosiers and the American Story (Ch. 3)*
- *Unit Vocabulary*
- *The First Statehouse; Constitutional Comparison: 1816 and 1851*
- Article Themes: Deer Lick Creek Massacre, Early Slavery in Indiana, Cholera in Indiana, Andrew Wylie and the founding of Indiana University, Methodist Revivalism
- *Song Reflection: Back Home Again in Indiana*

Unit 3 – Indiana in the Civil War

Unit theme question: In what political, economics, and social ways did Indiana support the Union war effort? What our impact more significant to the Union or to us as a state? More accurately, did we think more about the impact of our effort than the Union thought of us as helpful?

Assignments

- *Unit Communication* – where each student is preassessed for content knowledge each unit
- *Civil War – Hoosiers and the American Story (Ch. 4)*
- *Unit Vocabulary*
- *Union Soldier Image Assignment*
- Article Themes: Sherman's March with a Hoosier, Major General Lew Wallace Command, Lew Wallace's Relationship with Grant and Sherman After Shiloh
- *Battle of Corydon*

Unit 4 – Indiana Economy (Post Civil War to World War I)

Unit theme question: What were the biggest factors in the growth of Indiana's economy? What connections do we still have to those jobs? How do you think that impacts how jobs in Indiana will look when you are ready to retire?

Assignments

- *Unit Communication* – where each student is preassessed for content knowledge each unit

- *Economy – Hoosiers and the American Story (Ch. 5)*
- *Unit Vocabulary*
- Article Themes: Female Physicians in Midcentury Indiana, LS Ayers in Early 20th Century, Fort Wayne: Boomtown 1900-1920, Heading to the Black Hills Gold Fields from Indiana, Hoosier Gold Rush, Family Economy of Indianapolis 1860 to 1920
- *Interurbans in the Early 1900's*

Unit 5 – Indiana Culture (Post Civil War to World War I)

Unit theme question: What cultural developments from the Golden Age of Indiana Literature and Culture are known today? What local and national impacts did these authors and artists have?

Discussion Question: *Pick your favorite George Ade quote or John T. McCutcheon cartoon and explain why it spoke to you the most.*

Assignments

- *Unit Communication – where each student is preassessed for content knowledge each unit*
- *Culture – Hoosiers and the American Story (Ch. 6)*
- *Unit Vocabulary*
- *Booth Tarkington and two Pulitzer Prizes*
- Article Themes: Wabash, City of Lights, Midwestern Culture, Christian Populism, Great Migration to Muncie, Urban African American Life in 1860-1910
- *Basketball in Indiana*
- *Cole Porter*
- *The Quotes of George Ade*

Unit 6 – Indiana Government and Politics (Post Civil War to World War I)

Unit theme question: Why are Indiana politics so divided? On a national level we tend to vote Republican and yet over the state's history we have had just as many Republican and Democratic Governors and majority legislatures. Analyze why.

Discussion Question: *What part of the Statehouse or Old City Hall do you find more interesting and why? What questions will you ask when you visit?*

Assignments

- *Unit Communication – where each student is preassessed for content knowledge each unit*
- *Government and Politics – Hoosiers and the American Story (Ch. 7)*
- *Unit Vocabulary*
- *Benjamin Harrison*
- *Eugene Debs*
- *Organized Labor in Indiana*
- *The Old Indianapolis City Hall*
- Article Themes: Elections of 1864, Jacob Paitt, KKK in Tipton, Trial of Alexander Douglas, Politics and German Immigrants in Fort Wayne

Unit 7 – Indiana and the Great Wars (World War I to World War II)

Unit theme question: How did the KKK gain influence within government when bootleggers and gangsters were sitting on the outside of government influence?

Discussion Question: *Have you ever visited the Indiana War Memorial? If so, what did you like the most? If not, what do you most want to see if you visit in the future?*

Assignments

- *Unit Communication – where each student is preassessed for content knowledge each unit*
- *Great Wars – Hoosiers and the American Story (Ch.8 & 9)*
- *Unit Vocabulary*
- *Article Themes: Indiana's 1st woman Congressman, Coal Industry in Indiana, Labor during WWII, Conscientious Objectors in World War II, Paul V McNutt, War Referendum Crusade*
- *Madison, Indiana and WWII*

Unit 8 – Indiana: Prosperity to Now (Post World War II)

Unit theme question: What positive and negatives has Indiana given to the modern national culture?

Discussion Question: *Would you want to visit the City Market catacombs? Why or why not?*

Assignments

- *Unit Communication – where each student is preassessed for content knowledge each unit*
- *WWII to Now – Hoosiers and the American Story (Ch. 10 & 11)*
- *Unit Vocabulary*
- *Article Themes: Indiana Voter ID Law, Housing and Jobs for African Americans in Fort Wayne, 2008 Indiana Democratic Primary, Indiana National Guard 1960, Bill Hudnut, Corporate Pollution in Gary since 1945*
- *City Market – Indianapolis*
- *Gary – Changes over time*
- *Voter ID Law*
- *Rudy, Hoosiers, or A Christmas Story – Tales of Indiana Culture*